

Parenting Education Lesson Plan for *Catch Me If You Can!*

Name of Activity: We Can Read It Together!

Students Participating; size of group: individual parents or parents in a group

Lesson Goal: Parents will learn how to motivate and help their children learn to read, by using a simple story with repeated phrases.

Learning Objectives/Skills: The learners will be able to:

- a) understand why it is important to read to children regularly, and to reread favorite stories.
- b) implement techniques that encourage their children to recognize particular printed words and letters.

Environmental Adaptations, Time & Materials Needed:

The following activities can be adapted to different situations, but chairs/desks in a circle would be ideal. The activities will take approximately 20-25 minutes depending on students. The following materials will be needed:

- Copies of *Catch Me If You Can!* for each family.
- Blackboard or wipe-off board or chart paper & writing tool (optional)
- Pencils or crayons and copies of Hidden Dinosaurs page for each child.

Procedure/Description of the Activity:

1. Instructor asks participants to look through their copies of the story, and think about why it might be good for children just learning to read. Accept reasonable responses, and prompt answers such as—few words/page, large print, pictures of things children like (dinosaurs).

2. Ask parents to listen as you read the story, in order to think about how this story is similar to other popular children's stories. Accept reasonable responses, and if necessary, prompt comparisons to *The Gingerbread Man* (the chase!) and to *Little Red Riding Hood* (the great big teeth, great big claws, etc.).

3. Point out how most of us remember words from those stories, because the words are repeated or said with great expression, and because the stories have been read and re-read to us: "Run, run, as fast as you can!" and "Grandmother, what big teeth you have!" Tell parents that those repeated words can be a first step to reading, if we point to the words/letters when our children are remembering the words. Through this pretend reading, children come to remember what certain words and sounds look like. Especially if we are willing to read and enjoy the book time after time with our children.

4. Ask parents to identify some repeated words that their children are likely to remember in *Catch Me If You Can!*: "Catch me if you can!" "I'm not afraid of your big ____." (have these preprinted in large print on board or paper)

5. For the words, "Catch me if you can," Tell parents to listen for their child beginning to remember these words, and to point to the words as the child says them. Demonstrate this for parents, using the large printed phrase: "Yes, you can read these words. Read them while I point!"

6. Show parents how to encourage their child to join in even if the child doesn't say the repeated words spontaneously: "I bet you can remember these words, say them with me while I point to the words."

7. For the words, "I'm not afraid of your big ____" tell parents to get their child to join in on the repeated words, and then to pronounce the first sound of the next word, so that their child can use the picture cue along with the sound to guess the word. Demonstrate this to the parents, using the large printed words.

8. Ask parents to use their books and role play these two techniques with one another. Circulate among them, encouraging and praising, answering questions.

Assessment:

For Informal Assessment

| Objective | Participant's Names | Comments |
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| a) understand why it is important to read to children regularly, and to reread favorite stories. | | |
| b) implement techniques that encourage their children to recognize particular printed words and letters. | | |

Reflect on the Activity:

1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home Ideas: Encourage parents to try out the techniques at home with their children, and to report back on their success. Also encourage parents to apply the techniques demonstrated to other storybooks that their children enjoy listening to.

Literacy Area(s)* Addressed:

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|---|---|--|
| <input type="checkbox"/> <i>The Power and Pleasure of Literacy</i> <input checked="" type="checkbox"/> <i>Phonological Awareness</i> <input checked="" type="checkbox"/> <i>Letters and Words</i> <input type="checkbox"/> <i>Building Knowledge & Comprehension</i> <input checked="" type="checkbox"/> <i>Fluency</i> | <input type="checkbox"/> <i>The Literate Environment</i> <input checked="" type="checkbox"/> <i>Phonemic Awareness</i> <input type="checkbox"/> <i>Vocabulary</i> <input type="checkbox"/> <i>Reading Comprehension</i> <input type="checkbox"/> <i>Multiple Literacy</i> | <input type="checkbox"/> <i>Language Development</i> <input checked="" type="checkbox"/> <i>Types of Text</i> <input checked="" type="checkbox"/> <i>Knowledge of Print</i> <input checked="" type="checkbox"/> <i>Motivation</i> |
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* from National Center for Family Literacy's *Building Strong Readers and Learning to Read and Write*